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ABSTRACT

This is volume 1 of a two-volume series that addresses the critical need to forge closer ties between corporate America and Hispanic Americans. Volume 1 discusses preparing Hispanics to participate fully in American society through a variety of human development strategies. The strategies include the following: (1) increasing the quality and quantity of education for Hispanic children and adults; (2) preparing Hispanics for the fastest growing, best paying occupations; (3) reducing the number of Hispanic households living in poverty; (4) understanding and tapping the unique resources of Spanish-speaking communities; and (5) helping Hispanics to be wise consumers. Programs and organizations that have served the Hispanic community are highlighted. Descriptions of their services are given and contact information is provided. With the rapidly increasing Hispanic population it is imperative that the United States prepare Hispanics to become productive adults and knowledgeable consumers. (VM)

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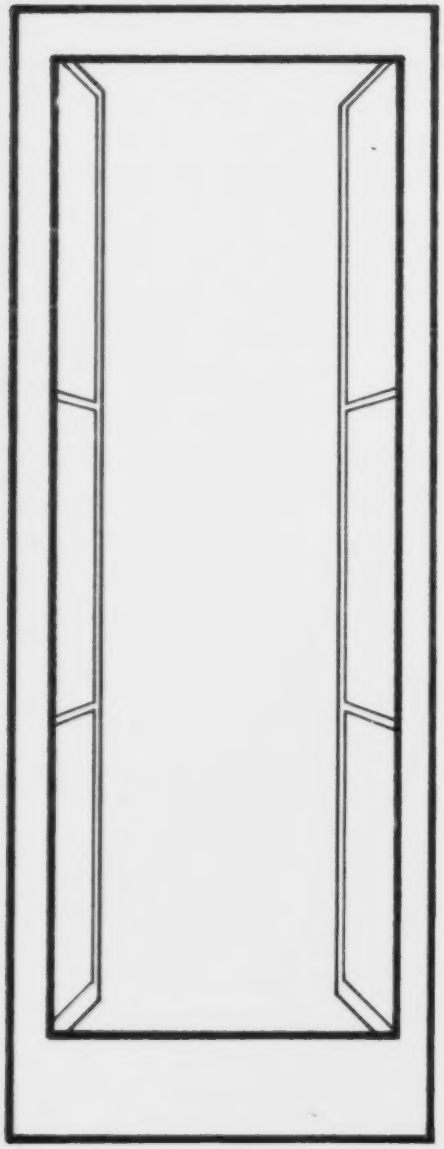

WINDOWS OF OPPORTUNITY

How Business Invests in U.S. Hispanic Markets

Volume I Human Development

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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WINDOWS OF OPPORTUNITY

How Business Invests in U.S. Hispanic Markets

Volume One: Human Development
Volume Two: Business Development

Published by the Hispanic Policy Development Project
New York • Washington

Lodwrick M. Cook
Chairman and Chief Executive Officer
ARCO

Forging Closer Ties with Hispanics

The publication of these two books expressed the strategic vision that emerged from a series of Aspen Institute meetings launched in 1981 on issues involving Hispanic Americans and the larger society. Following the seventh meeting in 1986, the group of sponsoring corporations felt a compelling need to share with corporate America, and others, both the urgency of these issues and the potential for beneficial action. *Ways of addressing the critical need for human and capital develop-*

What's At Stake

Windows of Opportunity: How Business Invests in U.S. Hispanic Markets is a report to the corporate community on what is at stake and what some companies are doing about it.

These two volumes represent an appeal not only to the conscience of Corporate America, but to its hard business sense as well.

Volume I speaks to preparing Hispanics to participate fully in U.S. society. Volume II deals with the bottom line issues of marketing to Hispanic consumers and developing the Hispanic business sector.

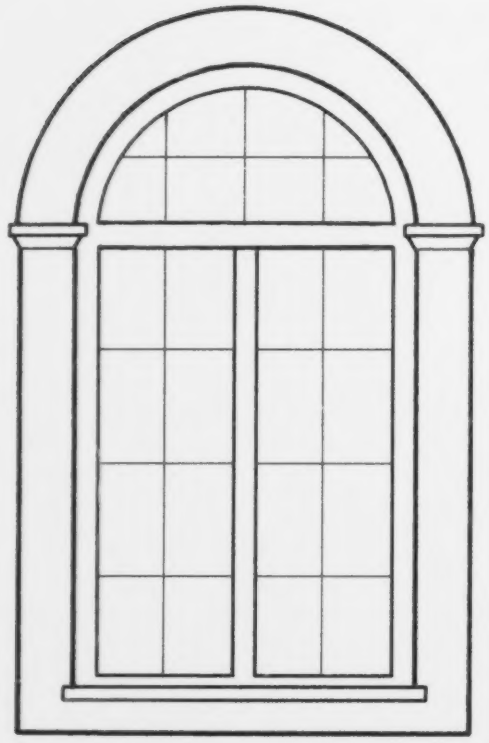
What's At Stake

- A rapidly expanding 120-billion-dollar market of brand-loyal Hispanics, a market that is relatively untapped.

- An international market of more than 550 million Spanish speaking consumers in Latin America by the turn of the century.

- A shortage of prepared workers, vital to maintaining the U.S. international competitive position.

- Long range business losses and societal costs if Hispanic citizens are not prepared and provided with the opportunity to become fully productive adults and knowledgeable consumers.



ment in the Hispanic community are the focus in these books. You will find details of the major issues and examples of some of the most creative initiatives sponsored by corporate America in response. You will also find ample evidence of why there is so much more to do.

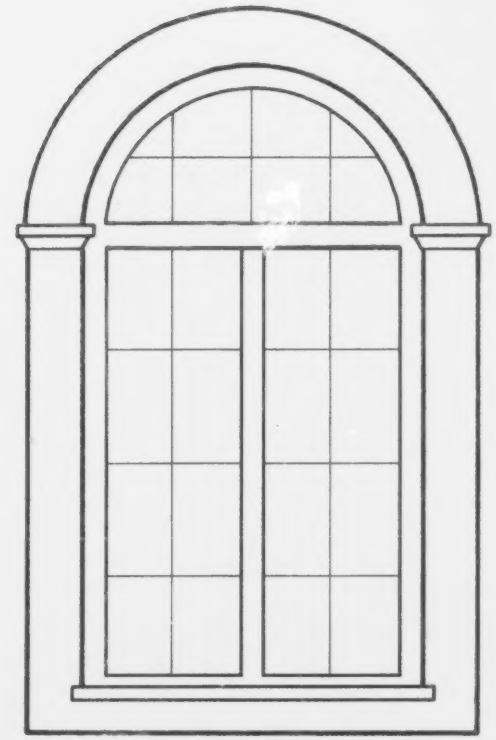
Through birthrate and immigration—both documented and undocumented—Hispanics are one of the fastest growing segments of our population. Hispanics will outnumber Blacks early in the next century, according to Census Bureau estimates. At the same time, studies by a growing number of influential Hispanic and non-Hispanic agencies show that Hispanics are losing out in their quest for a piece of the American dream. Poverty among Hispanics has reached an all-time high. The gap between Hispanic and non-Hispanic White ("Anglo") family incomes has steadily widened since 1973, even accelerating in recent years which have seen a slight overall decline in poverty in other segments of the minority population. The magnitude of their poverty, their high school dropout problems, and their illiteracy rates are staggering for a young, struggling community. At the same time, barriers to capital formation and business development among budding Hispanic entrepreneurs and hard-pressed business people remain formidable despite hard-won gains.

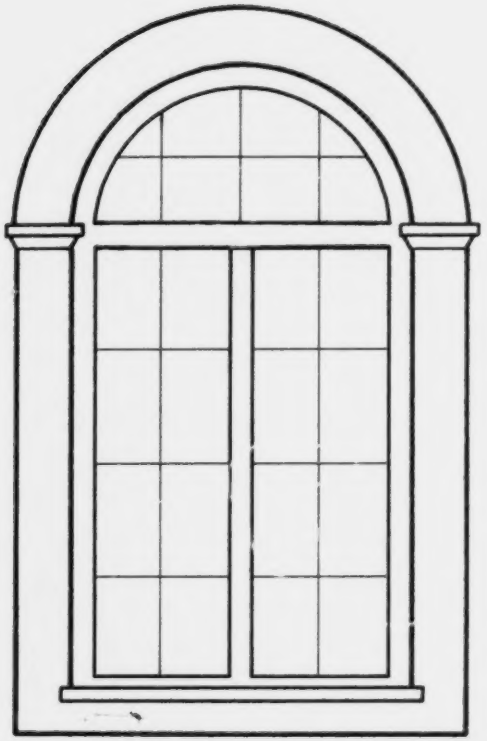
At its 1987 conference, the Society of Hispanic Professional Engineers (SHPE) reported, "By educational default, generations of Hispanics will automatically be relegated to the lower tier of an ever widening wage and social structure—a structure by which the 'haves and the have-nots' will be largely established by educational and technical literacy." Echoing this view, the Population Reference Bureau in its study *Immigration to the United States: The Unfinished Story* reaches a similar conclusion. The Bureau warned that a "two-tiered society could emerge, with Hispanics competing with poorly educated

Blacks for low-level service and laborers' jobs, and Asians competing with middle and upper class Blacks and Whites for the well paid, specialized jobs of America's increasingly high-tech society." The ominous consequences of such a trend lead some demographers and futurists to think the unthinkable: an America in a spiral of social upheaval and economic decline. For corporate America, this means that it is time to roll up our sleeves and take control of the future.

Many who read these books will say, "But we've done a lot and we're still doing a lot." For some, this is true. But even so, few of us have taken a look at our contribution in light of the new business environment and the new corporate cultures that have emerged. If corporate culture is the behavioral expression of the major values driving a company, then we are all operating lean, tighter ships in every respect. Corporate monetary philanthropy to minority causes may still be growing, but it is more focused and it doesn't come with the generous contributions of technical assistance and employee volunteers that used to be the norm—and that, in many cases, made the real difference.

The new corporate cultures have manifested themselves in ways that sometimes are seriously misaligned with existing strategies for dealing with minority issues in general and Hispanic issues in particular. If recent surveys are correct, we are more goal-oriented and our managers are more likely to resist any allocation of resources that does not produce tangible and near-term results. More of our managers are hierarchy oriented, which means that they are less likely to develop or approve minority initiatives unless there are strong signals from the top that support such action. Driven by new cultural pressures, 60 percent of our managers have a "personal timetable" for reaching certain levels of management and salary. Such pressures can only lower the priority that managers (and employees) place on minority initiatives—unless policies clearly reward them for their participation.





Years of dedicated, and sometimes painful, attention have served to sensitize corporations and their cultures to Black issues. The universal exposure of Americans to the Black experience has made the communication of corporate policy in this regard easy to understand. Unfortunately, the diversity of the Hispanic community and the lack of universal exposure to Hispanic issues often produce a corresponding lack of sensitivity in corporate cultures. This lack of sensitivity manifests itself in subtle ways, and serves to inhibit the career development of Hispanic employees and to thwart efforts to forge stronger ties to the Hispanic community.

With the advent of "English Only" initiatives across the country, the need for corporate sensitivity becomes more critical. Ethnic tension is increasing at an alarming rate with respect to language minorities. In the general society, it is becoming fashionable to express resentment and distrust toward those who speak Spanish or other "foreign" languages. The consequences of such biases can be harmful to our businesses and to the nation. If we are not alert, these attitudes could infect our corporate cultures. There is a risk that even employees who deal with the Hispanic community in an official capacity will be isolated from their departments and not viewed as "part of the team." There also is a risk that where Spanish language skills and an understanding of Hispanic issues are important to business success, business goals will suffer, not to mention our ability to help the Hispanic community. With a fast growing domestic market, and a market of more than 550 million Spanish-speaking people forecast for Latin America by the turn of the century, it would serve us well to start taking a strategic view of our unique Hispanic resources in the USA.

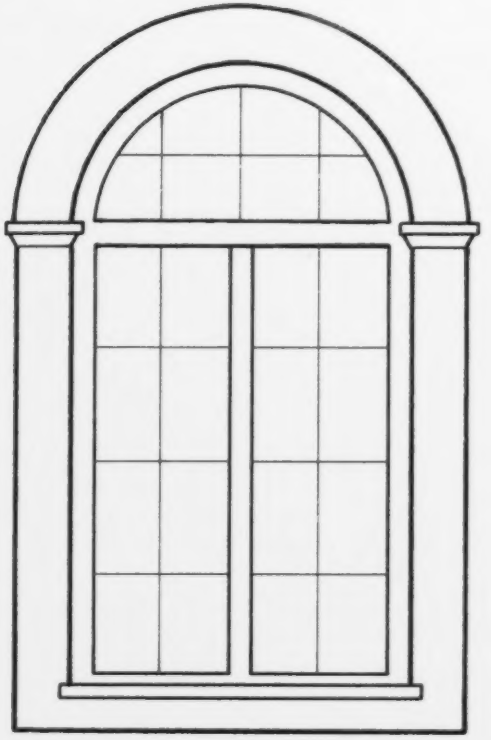
With respect to these two volumes, we wanted to produce books that would do more than help us all understand Hispanics, the markets they represent, and their needs. We also wanted our material to be a source of "how to" information written in terms that make sense to the business community. These ex-

amples of initiatives that are working for corporations across America can give us ideas on where to start or how to improve.

We realize, of course, that many others in the corporate world have initiated constructive, imaginative programs to help bring Hispanics into the economic mainstream of American life. *We want your stories.* In the back of these books you will find our publishing address and our plans to give your stories visibility in the corporate world.

The ominous trends toward a two-tiered society can be turned around if the hundreds of U.S. companies, large and small, each make a bold move to include Hispanic issues as a dynamic part of their business and strategic planning. I believe such an effort will pay handsome dividends to the nation and to the business community. If this document helps in this regard, then the vision born at the Aspen Institute will have served its purpose.

Ted Cook



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Human Development

"Our society cannot afford large segments of our population to be chronically unemployed with no hope for the future. We cannot tolerate large numbers of these workers to be unemployed or underemployed for long periods of time....We cannot ignore the need for public and private institutions to assure a national capability for providing our workforce with new skills."

W. Kolberg, President
National Alliance of Business

Across the nation, corporate leaders are examining the relationship of the nation's labor force needs over the next 15 years, on the one hand, and the new technology, increased foreign competition, demographic shifts, structural changes in the economy, and the high dropout rates and declining skills of high school graduates.

As business planners try to fit together the pieces of this puzzle, an alarming mismatch emerges between the future needs of the business sector and the availability and preparedness of future workers who can meet those needs.

In major U.S. markets and regions, Hispanics will represent a considerable portion, sometimes the majority, of the future potential labor pool, because the Anglo population is aging and the overwhelmingly youthful Hispanics are moving into their productive years. Sixty-five percent of Hispanic students, however, are leaving high school early or graduating with inadequate literacy and computation skills. Corporate leaders recognize that the development of Hispanic human capital is key both to the future health of Hispanic communities and to the health of the regional economies.

Together and separately corporations are working to identify strategies and programs that can increase Hispanic opportunities

and options in elementary school, high school, entry level employment—*that crucial first job*, college, graduate school, and finally recruitment and advancement in professional positions.

In relation to the latter, corporations frequently are criticized for not recruiting more Hispanics into their professional ranks. It is important to understand that the underrepresentation of Hispanics on managerial and technical career ladders is in part a reflection of the small numbers of Hispanics who take the requisite math and science courses that could prepare them for business and engineering schools. Historically, college-bound Hispanics have opted for careers in education and social work, familiar fields in which they have role models. Or they have dreamed of medicine and law, professions that are held in high community esteem. Surveys have shown that Hispanic students—even those in academic tracks—have little understanding of what corporate management or engineering is all about. Role models are few, television does not portray it, and school counselors apparently ignore it. It does not become part of the Hispanic reality.

Many corporations, however, are dedicating major resources to enlarging and preparing the future pool of candidates for staff positions.

The spectrum of successful programs included in this book provides examples of how business can develop Hispanic human capital at all levels. While each program differs with respect to its targeted clientele and its methodology, all share most of the following key elements:

- The personal commitment and concern of top-level corporate management.
- A sustained corporate commitment to improving the quality of publicly funded education and training institutions.
- The active participation of corporate staff members in key aspects of program design and implementation.
- Hands-on personal involvement with program clients and their families.
- Cooperation and interaction with education and employment institutions and Hispanic community groups and leaders.
- A sustained corporate commitment to attracting and training the corporation's own workers at all levels.
- A sensitivity to the family needs of workers, such as childcare and transportation.

"In the inner cities and in the rural areas, Blacks and Hispanics, poor Whites and immigrants are falling further behind because of inadequate education, drugs, and a welfare system that systematically destroys family structures. Meanwhile, jobs that can provide a future require higher and higher skills. These diverging paths condemn more and more people to a permanent condition of need. A democracy cannot flourish half rich and half poor, any more than it can flourish half free and half slave."

Felix Rohatyn
Lazard Frères and Company

The programs described in this volume are among those leading the way in the development of an important human resource in this country—our Hispanic youth. They do not represent all of the companies reaching out to the Hispanic community, nor do they represent all of the ways in which corporations can assist in developing the potential of Hispanic young people. But these programs are on the forefront of a growing corporate movement which seeks to build partnerships with the Hispanic community.

The Facts

The Hispanic population in the United States is composed of distinct groups who trace their roots to Mexico, the Caribbean, Central America, South America, and Spain. There are great diversities within and among these groups, but in a number of respects their overall statistics can be distinguished from other groups in the U.S. population. Here are some facts about Hispanics, based on recent government reports:

- In March 1987 Hispanics numbered 18.8 million, or almost 8% of the U.S. population. Mexican Americans constituted 63% of the Hispanic population; Puerto Ricans, 12%; Central and South Americans, 11%; Cubans, 5%; and Other Hispanics, 8% . These figures do not include the 3.27 million people who lived in Puerto Rico as of 1986.

- Hispanics are the youngest population group in the nation, with a median age of 25 years, as compared to 32 for the general population.

- Hispanics are the nation's most highly urbanized population, with 88% living in metropolitan areas.

- Hispanics are highly concentrated. About 75% live in five states: California (33%) , Texas (21%), New York (11%), Florida (6%), and Illinois (5%).

- Hispanics comprise more than 10% of the state populations in five states: New Mexico (37%), Texas (21%), California (19%), Arizona (16%), and Colorado (12%).

- In the year 2000, just 12 years away, Hispanic youth, ages 15-24, will constitute 14% of the total youth population. Some states will have much higher percentages.

- The Hispanic population is expected to double within 30 years and triple within 60.

The Challenges

As the general population ages, Hispanics will become the majority of the school population, and then the labor force, in many cities, and will be a rising percentage of the population in many other parts of the nation. The future and prosperity of these communities and the United States itself will be correspondingly related to the development and progress of their Hispanic families. Here are some of the challenges:

Education

- Among 3-to-4 year-olds, only about 27% of the Hispanics, 39% of the Whites, and 43% of the Blacks were enrolled in nursery school in 1985.

- Forty percent of all Hispanic students who leave school do so before reaching the 10th grade, and 25% of the Hispanics who enter high school are over-age.

- Forty-five percent of Mexican American and Puerto Rican students who enter high school never finish, compared to 17% of Anglo students.

- Hispanics were 23% of all persons who dropped out of high school in the 1985-86 school year, but only 6% of all those who graduated that year.

- About 10% of Hispanic youths between the ages of 14 and 24 in 1980 reported that they spoke English poorly or not at all.

- Only 22% of 18-to-24 year-old Mexican immigrants in 1980 had completed high school.

- The rate for Hispanic high school graduates enrolling in college fell from 36% in 1976 to 27% in 1985.

Employment and Income

- Hispanics receive the lowest weekly wages of any major group in the labor force.

- Hispanic per-capita income fell below that of Blacks in 1985, with $6,613 for Hispanics compared to $6,840 for Blacks (and $11,671 for Whites).

- In March 1987, 10.2% of Hispanics were unemployed, compared to 6.8% for non-Hispanics.

- Hispanic teenagers are more likely to work at full-time jobs and slightly more likely to work year round than either Blacks or Whites. By the early 20's, however, the median incomes of White youths are sharply higher than the incomes of Hispanic youths.

- Hispanics are expected to represent nearly 29% of the labor force growth of 21 million jobs during the 1986-2000 period. But they are expected to be overrepresented in the nation's declining or slow-growing jobs and underrepresented in the fastest-growing, best-paying occupations.

Poverty

- In 1985, 40% of all Hispanic children— which included 59% of all Puerto Rican children— lived below the poverty level. The rate for Anglo children was 12%.

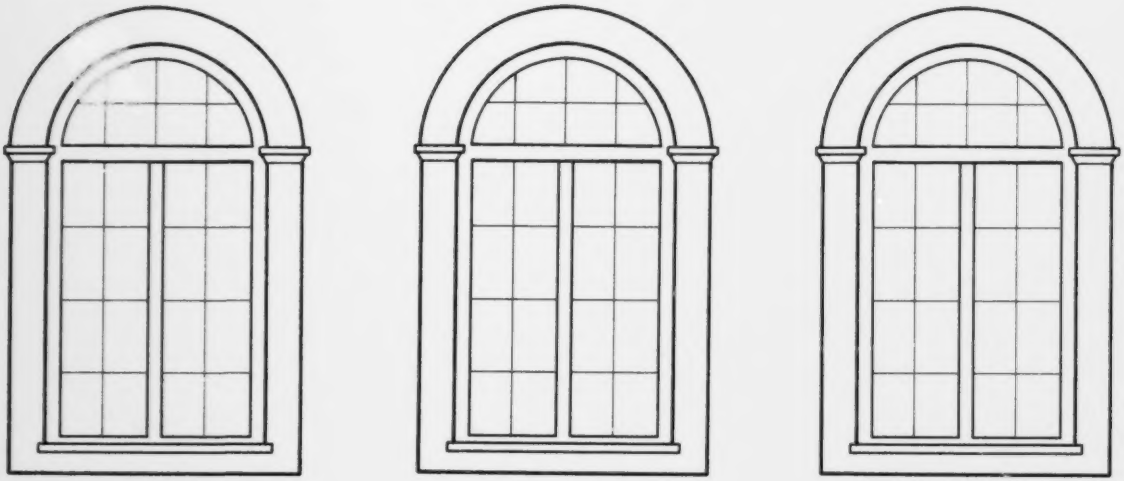
- In 1985, nearly 4 of every 5 Hispanic children (79%) in female-headed households lived in poverty.

- The level of Hispanic poverty is now comparable to that of Blacks, and is expected to exceed it by the end of this decade.

"With a fast-growing domestic market, and a market of more than 550 million Spanish-speaking people forecast for Latin America by the turn of the century, it would serve us well to start taking a strategic view of our unique Hispanic resources in the USA."

Lodwrick M. Cook
Chairman of the Board and
Chief Executive Officer
ARCO

Windows on Education, Employment Training, and Career Development



Pittway Corporation
The Ounce of Prevention Fund

"When one talks about breaking the cycle of poverty, it is evident that the answer lies in education. If poor people cannot become educated, the likelihood of their getting decent jobs and pulling themselves out of poverty is remote."

Irving Harris, Chairman
Executive Committee
Pittway Corporation

The Ounce of Prevention Fund is a public/private partnership working to prevent family problems that can result in child abuse and neglect, infant mortality, delayed development in children, school failure, and repeated cycles of teenage pregnancy and parenthood.

The Ounce designs, develops, monitors, and evaluates projects that address these family problems and conducts research to help identify causes and potential solutions. Ounce programs are located in churches, social service agencies, health clinics, schools, and other community organizations.

The Ounce was established in 1982 when Irving Harris, Chairman of the Pittway Corporation Charitable Foundation, and Gregory Coler, then director of the Illinois Department of Children and Family Services, agreed to commit matching funds from Pittway and DCFS to develop prevention programs.

Today, The Ounce administers 40 community-based programs housed in a variety of agencies throughout Illinois, and Pittway has continued to supplement state monies with flexible private funds.

The Ounce of Prevention Fund provides the following services to help Hispanic, Black, and other young, poor parents develop their own potentials as well as the potentials of their children.

- **Parents Too Soon:** PTS is a coordinated effort in which several departments of state government seek to address the needs of pregnant and parenting teenagers. The Ounce helps PTS agencies provide home visits, parent training, developmental child care, pregnancy prevention, and services to promote healthy family functioning and prevent child abuse and neglect.
- **Developmental Screening:** The Ounce trains para-professionals to conduct screenings to detect developmental and health problems in infants born to adolescent parents, and ensures that the parents are linked to a primary health care provider.
- **Teenage Single Parents Initiative for Employment:** With a grant from the Illinois State Board of Education, the Ounce is developing six model programs which provide pre-job training, GED classes, child care, and transportation.
- **Head Start:** The Ounce works with five community agencies offering comprehensive child development programs at Head Start centers serving almost 700 children, ages 3 to 5.
- **School-Based Medical Clinics:** The Ounce established Chicago's first three school-based comprehensive health care clinics to promote good adolescent health and the prevention of teenage pregnancy.

The successful partnership between Pittway Corporation and the Illinois Department of Children and Family Services has attracted a variety of other public and private collaborators to a project that has changed the lives of thousands of teen parents and their children.

The Ounce experience demonstrates how private, flexible funding can make public initiatives more effective by expanding recruitment opportunities, supporting the development of new ideas, and covering the costs of innovative projects that may not fall within public program guidelines.

For more information contact:
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Public Information Officer
Kids Public Education and Policy Project
Ounce of Prevention Fund
188 W. Randolph, Suite 2200
Chicago, IL 60601
(312) 855-1444

Eugene M. Lang
Turning the Dream into Reality

"You can go to college—because right now I make this promise: when you graduate from high school I will give each of you a scholarship toward your college tuition."
Eugene M. Lang

Eugene Lang and students in his adopted class in 1985.

The "I Have A Dream" Project was born in 1981 when New York businessman Eugene M. Lang shared his dream with the graduating sixth graders at P.S. 121 in East Harlem. He told the 61 twelve-year-olds, all Black or Hispanic, "This is your first graduation—the perfect time to dream. Dream of what you want to be, the kind of life you wish to build....Remember, each dream is important because it is your dream. And also remember, education is the key to the fulfillment of your dream." He then pledged to send to college any student who completed high school and wanted to go on.

The enthusiastic response to Lang's offer bears testimony to his commitment, to the effectiveness of personal intervention, and to the abilities and aspirations of minority youth when they are given a chance. Of the 61 students in Lang's "adopted" class in 1981, 10 have moved out of the city. Of the remaining 51, 50 have stayed in school, an astounding rate of success in a neighborhood with a dropout rate of 75 percent. Most of these 50 will go to college; the rest have the opportunity to pursue vocational training.

Lang's contribution goes much further than his original pledge. Realizing that the promise of a scholarship six years down the line was not enough to keep kids in school, Lang contacted the Youth Action Program (YAP). There he met Johnny Rivera, a 19-year old trainee social worker, who became the Project Coordinator.

Lang, Rivera, and project volunteers have developed a very special relationship with the Dreamers. They provide personal support, tutoring, field trips, college and career counseling, and more.

"The project is constantly evolving," says Rivera. "The original idea was to pay for college tuition. But just getting them to college wasn't enough. It is important to us not to lose any kids. We will support them whatever path they take."

Because the structure of the "I Have a Dream Project" has remained simple and personal, it is easy to replicate. It requires a sponsor, a local youth center, a coordinator, volunteers, and a cooperative public school system. In 1986 nine new projects were started in New York City's poorest neighborhoods, and the "I Have A Dream" Foundation is helping other projects spring up in other parts of the country. More than 100 classes of students in 15 cities are being sponsored by wealthy individuals or others who have raised funds to guide the class through high school and into college.

For more information contact:
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Reader's Digest—*Parent/School Partnership Campaign*

Success in school requires that parents become partners with schools in teaching and learning.

Far too few Hispanic parents join the education partnership. The problem is twofold. On the one hand many Hispanic parents are poor, with attendant childcare and transportation problems, and many are reluctant to participate in school functions because they come from societies where such activity is not customary. In addition they may feel they do not speak sufficient English. On the other hand, many schools misunderstand this reluctance as indifference and they discourage Hispanic parental participation both because they are uncomfortable with the language/cultural barriers and because they are not convinced that the parents can be much help to the children. In sum, many Hispanic parents are uncomfortable with the schools and many schools are uncomfortable with the Hispanic parents.

Reader's Digest Foundation chose to confront this problem by sponsoring a national competition that offered $5,000 awards to schools or parents' groups who had innovative ideas on how to overcome the barriers and bring the parents and the schools together.

Reader's Digest Foundation wants to break down the barriers that prevent parents from getting involved in schools.

An astounding 320 proposals were received from across the nation. A panel of experts chose 21 winners in areas ranging from major cities to tiny towns. According to the teachers, principals, and community leaders who submitted proposals, virtually all Hispanic parents believe that education is essential to the future success of their children. Examples of award winners included the following innovative strategies that have begun to pay off handsomely in increased Hispanic parental involvement:

• *Tupperware Approach.* If the parents are uncomfortable in the school, bring the school to the parents. Each month four hostess parents are responsible for inviting 10 parents to their homes for coffee and cookies. The school principal also attends the meetings, together with the school nurse, counselors, or teachers, who explain what the school needs and how parents can help their children. Over the first three months of the program each hostess parent has attracted 20 new parents who attend on a regular basis.

• *A Night Out.* If the parents are uncomfortable in school, let's go somewhere else. The local McDonalds closes to the general public for three hours in the evening and turns the restaurant over to the school, which invites parents and students for an evening of meeting and eating. Teachers and principal wear McDonalds' uniforms and serve the families. After dinner they talk about school matters. McDonalds contributes to the Partnership Program the proceeds from the food which is sold to the families.

• *The Buddy System.* If newly arrived parents are uncomfortable in school situations, team them up with volunteer parents who are experienced participants in school affairs. The volunteer mentor parents are trained to guide and orient parents new to the school system. New parents who join in can become mentor parents next year.

Many other strategies received awards:

• One project is recruiting volunteer bilingual parents to

read Spanish literature aloud to small groups of Hispanic children.

• In another, sign language lessons in Spanish on VCR tapes, for the use of parents of Hispanic hearing-impaired youngsters, are being produced.

• Several projects are offering English-as-a-Second-Language classes and bilingual classes in parenting, cultural differences, and study skills for both Hispanic students and their parents.

• At one school, Hispanic parents are being recruited to share their cultural resources—history, clothing, food, handicrafts—with students.

• Another school will present a "Sixth Grade Video," produced by the students and their parents, tracing the children's progress from kindergarten through the sixth grade.

Reader's Digest Foundation is especially gratified that many projects that did not win awards nevertheless went ahead with their programs.

Teresita de las Salas, Director, West Town Extension, St. Augustine College, in Chicago, accepting award from Eugene Methvin, Reader's Digest Senior Editor.

"Education is the key to breaking the vicious cycle of poverty, illiteracy, and joblessness that plagues too many youth in our country," declares George V. Grune, President of Reader's Digest Foundation and Chairman and Chief Executive Officer of The Reader's Digest Association, Inc. "Funding for these innovative programs, which will make a difference in the lives of young people, is part of our commitment to be more responsive to pressing social needs."

The projects are being carefully monitored and evaluated, and a handbook on what has been learned will be widely disseminated.

The Reader's Digest Parent/School Partnership Campaign is an excellent example of how a carefully targeted national effort can have widespread local impact. It also demonstrates that a little bit of money can do a big job.

Target

- Elementary and junior high school parents
- National scope

Purpose

- To increase the involvement of Hispanic parents in the formal education of their children

Foundation Role

- Full and direct funding
- Participation at winners' seminar and awards ceremony

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ARCO
Joint Education Project

In all its education programs, ARCO's support goes well beyond financial assistance.

The programs and giving patterns of ARCO and its corporate foundation show a sincere commitment to the Hispanic community. In addition to being a strong supporter of higher education, ARCO has been a pioneering force in business involvement in precollege education. Its activities include support of programs like the Achievement Council and the MESA program, both described in this book.

ARCO/JEP Volunteers Randy Cole (right) and Darryl Luoma (left) teaching fourth and fifth graders at the 10th Street School about computer programming and graphics.

One of ARCO's most active partnerships in education is its Joint Education Project, or JEP. Created in 1978 as a collaboration between ARCO and the University of Southern California, the Joint Education Project became the first adopt-a-school program in Los Angeles.

Reaching out to elementary school children as well as secondary students is important, says Karan Neal, ARCO/JEP Coordinator. "Elementary kids must hear the message that they need to address their future by continuing their education and thinking about college."

The 10th Street School, site of the first Joint Education Project, enrolls over 2,000 students from kindergarten through fifth grade, the majority of whom are Central American. JEP has now expanded to include seven schools in and around Los Angeles. A large proportion of students at all these schools are minority students, most of them Hispanic.

Part of JEP's effectiveness arises from the proximity of the schools to ARCO centers. Of the five elementary schools that have been adopted, two are in downtown Los Angeles within sight of ARCO corporate headquarters, two are in Long Beach, and one is in Pasadena. Two secondary schools have also been adopted, both in downtown Los Angeles. Each school is within two to three miles of an ARCO facility, making JEP truly a community-based program.

Gene Wilson, President of the ARCO Foundation, himself an educator, is deeply committed to improving educational opportunities for minority youth. Karan Neal says, "Gene Wilson makes it his business to stay in touch with his programs. He comes to every event and positively beams. He really cares and

it shows." Ms. Neal herself, who operates the JEP program from the 10th Street School, is both counselor and friend to the students she serves.

ARCO/JEP volunteers are a teaching resource for students and their parents. In schools, JEP volunteers assist in the classroom in a variety of ways:

- **one to one,** as tutors in math, reading, English, or any subject in which students need assistance.
- **one to a few,** as teaching assistants helping small groups of students with their school work.
- **one to many,** teaching mini-courses in whatever fields the volunteer can share. Topics range from computer science to modern dance.

ARCO encourages students to prepare for the future by providing career counseling and professional role models, including role models in nontraditional careers for women. ARCO/JEP volunteers frequently bring students to ARCO headquarters. Junior high and elementary schools, as well as high schools, now have career days, and the ARCO role models make a lasting impression on students.

ARCO has been a pioneering force in business involvement in precollege education.

JEP staff and volunteers feel it is important to be as involved with the parents in their schools as with the students themselves. An ARCO-sponsored program that responds to that need is the Parents Club. The services provided through the club include job counseling, health and family planning classes, and life skills.

ARCO also takes students and their parents on field trips to colleges. Bilingual volunteers also teach parents how to help their children learn at home. A Spanish literacy program was established in which ten parents were taught to teach other parents how to read and write Spanish. All participants, mostly students in ESL classes, found that becoming literate in Spanish made learning to speak English easier.

Since the JEP program's inception five years ago, more than 600 other companies have adopted schools. In a time of major corporate reorganization, it is significant to note that ARCO has maintained and increased its level of commitment to educational programs.

Target
- Public school
- Local scope

Purpose
- To reach out in a sustained way to elementary and secondary school students and their families, to encourage them and assist them to achieve, aspire, and prepare for their futures

Corporate Role
- Direct funding
- Volunteer teaching and tutoring
- Career counseling
- Role modeling
- Parents clubs

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Achievement Council
Closing the Gap

The Achievement Council is committed to making education the number one priority in California.

Now in its third year, the Council has become an expert voice on education issues. It directly serves six school clusters across the state, reaching over 35,000 young people.

The Council seeks to narrow or close the gap between the achievement levels of poor and minority students and those of the state's more privileged youth, by engaging schools, communities, organizations, businesses, and policy makers in a collaboration for excellence and equity.

The Council has a four-part action strategy:

- **Changing perceptions.** The basic message—to communities, legislators, schools, and parents—is brief: poor and minority students *can* achieve, schools *do* make a difference, and, given California demography, it is essential that they do so.
- **Helping schools raise achievement levels.** The Council provides assistance to six California high schools and their feeder elementary and junior high schools in Los Angeles, San Francisco, Oakland, San Bernardino, and Salinas. All the schools are characterized by high minority enrollments, high dropout rates, low SAT scores, and poor attendance records.

Among those attending the Achievement Council's Principal-to-Principal Institute are, from left to right: Dr. Bettye Davis, Principal, Compton Unified School District; Gene Wilson, President, ARCO Foundation; Terri Childs, Director, Joseph Drown Foundation; and Fred Nelson, Program Officer of Education, ARCO Foundation.

The Council tailors its approach to conform to needs assessments and action plans that are worked out with each community.

Council staff, together with teams of teachers and administrators from the six school clusters, develop both day-to-day practices and long-range plans. Results are evaluated at appropriate points.

Its work is not restricted to the six school clusters, however. The Achievement Council presents workshops and institutes and produces materials designed to help all teachers and principals improve their schools. Examples include its Principal-to-Principal Institute, at which principals

who have succeeded in addressing minority-related problems share their insights and techniques with others.

• **Building support in the community.** The Council's "Community Initiative" focuses primarily on the six communities containing the target school clusters—all predominantly Hispanic or Black, economically depressed, with few students graduating and even fewer going on to college.

Youth Achievement Coordinating Councils are organized in the communities surrounding the six school clusters. Here parents, neighborhood groups, and local businesses work together to encourage student achievement and to make education a top priority in the community.

• **Shaping public policy.** Working with state policy makers to ensure that the current education reform movement does not bypass the state's predominantly minority schools, the Achievement Council actively participates in shaping education policy by publishing reports, and by providing testimony, information, and advice to state and local policymakers and university officials about strategies to raise student achievement levels.

*"The basic message is brief: poor and minority students **can** achieve, schools **do** make a difference, and, given California demographics, it is essential that they do so."*

The Council is funded by corporations, foundations, the University of California, and the state. The ARCO Foundation is one of the Council's major supporters. *Excellence for Whom*, published by the Council, is an instructive and ultimately encouraging report on education in California. Vilma Martinez, Chair of the University of California Board of Regents, who provided the initial work from which the Achievement Council grew, is in agreement with the report which asserts that we must ***"accept nothing less from schools serving poor and minority students than we do from any other school."***

Target
- Public Schools
- Statewide scope

Purpose
- To close the gap between the achievement levels of poor and minority students and more privileged youth

Corporate Role
- Multiple corporate funding
- Corporate participation on Community Initiatives and Youth Achievement Coordinating Councils

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Coca-Cola
Valued Youth Partnership Program

"Look at the reduction in the dropout rates. That's how you know the program works."

Norb Cole, President of the Coca-Cola Bottling Company of the Southwest in San Antonio, Texas, is referring to the Valued Youth Partnership Program. Coca-Cola USA provided initial funding for the program in 1984 as part of its larger funding scheme to improve educational opportunities for Hispanics.

Designed as a pilot project and implemented by the Intercultural Development Research Association (IDRA), the Valued Youth Partnership Program employs an unusual technique to raise achievement levels and lower dropout rates among low-income high school students who appear likely to leave school: the students are given the responsibility of tutoring and assisting elementary school children.

Participants are chosen on the basis of several criteria: a general lack of school involvement—including a lack of participation in school extra-curricular activities, low academic achievement, disciplinary problems, attendance problems, and financial need. Approximately 90 percent of program participants are Mexican American.

Program benefits go far beyond improving the academic achievement of the younger students. According to Drs. José Cárdenas and Alicia Sosa of IDRA, the program achieves a turn-around "in the [tutoring] student's self image, school attendance, academic performance and school citizenship." Students are paid for tutoring and are expected to follow basic work ethics.

All student tutors take an Educational Tutoring course to develop communication skills, improve their own basic academic skills, and become familiar with concepts of child development. In addition to this course, field trips are offered and adult role models are brought in, exposing the students to cultural and career opportunities. One valuable result is the sense of community the students develop through working with each other and with the adults in the area.

The program has been successful in raising academic achievement and self-concept by providing the potential dropouts with real responsibilities for

which they are respected and compensated. School administrators, teachers, and parents have all reported marked improvement in students' self-esteem and motivation, as well as academic improvement.

The program has grown tremendously. Its first year of operation saw 50 high school students tutoring 150 elementary school children; in 1987, the program's third year, 175 student tutors are working with 500 younger children. The number of secondary schools involved has increased from two to six. Program administrators intend to continue this expansion.

The Coca-Cola Company is involved in two ways. Coca-Cola USA in Atlanta, Georgia, furnished 100 percent of program funding for the first year. For the second year Coke provided 50 percent of program funds, and for the third 33 percent, with school districts providing the rest of the program monies.

The local Coca-Cola bottling plant is supportive in a more personal way. The company has provided program participants with jackets sporting Coke logos and bold letters declaring the wearer a "Student Tutor."

In addition to providing the jackets, the field trips, and the role models, the company hosts awards ceremonies recognizing the accomplishments of the students. Norb Cole is enthusiastic about the program. Everyone involved feels the pride of being associated with a success.

The program operates in three school districts, each having dropout rates of 40 percent or more. Since its inception the program has served 325 high school students, only 10 of whom—3.25 percent—have dropped out.

Even the name of the program, Valued Youth Partnership, conceptualized by IDRA staff, shows a different approach to dropout prevention. The students are valued because of their participation in the program and because of their new responsibilities for their own and other students' academic achievement. The partnership is between the older and younger students, between the students, teachers and parents, and between the schools, IDRA and Coca-Cola.

Target
- High school and elementary school students at risk
- Local scope

Purpose
- To raise achievement levels and lower dropout rates of low income students by training high school participants to tutor elementary students

Corporate Role
- Direct funding
- Local bottling company participation
  - Special jackets and t-shirts
  - Role models
  - Field trips
  - Award ceremonies

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Southwestern Bell Telephone
Hispanic Dropouts: America's Time Bomb

SWBT is using today's technology to inform the public and stimulate change.

Knowing that the better you know your customers, the better you can serve them, Southwestern Bell (SWBT) researched the needs and issues of one of its biggest customer groups, Hispanics.

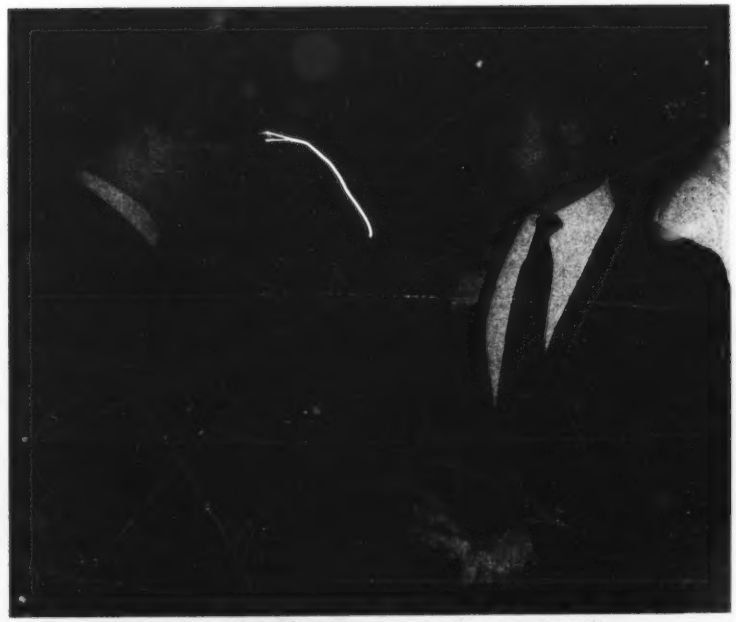
Meetings with Hispanic leaders clearly indicated that education was a top priority in the communities. In response, SWBT decided to make a 30-minute documentary to raise the general public's awareness of the dropout problem, to present role models to Hispanic youth, to help Hispanic parents help their children, and to motivate change.

With the severity of the problem in mind, SWBT worked with a Hispanic production company to create a videotape that is both factual and moving. Edited at the company's in-house facility, the show features interviews with dropouts and their families, successful Hispanic professionals, school administrators, and community leaders which breathe life into cold statistics and faceless names.

"I want to be an astronaut when I grow up," says one little girl, reminding us that Hispanic children start out with the same aspirations as any other group in our society. Why then do nearly 50 percent drop out of school?

Youngsters interviewed expressed reasons that range from teen pregnancy and financial strain to simply choosing to spend time getting high with friends rather than in an unsatisfying school situation.

"Hispanic Dropouts: America's Time Bomb" points out that these experiences are not the problems of the students alone. Hispanics are becoming the majority in the work force in many areas, according to Oscar Moran, National President of LULAC, the oldest and largest Hispanic organization in the United States. "If half of these people go uneducated, all people will suffer....Education in this society should have the same priority as a strong defense."



Texas State Senator Carlos Truan (left), speaking with Southwestern Bell Telephone President-Texas, Jim Adams (right), at a showing of SWBT's Hispanic dropout video program for Texas state legislators.

In addition to raising public awareness, "Hispanic Dropouts" provides role models for students, parents, educators, and leaders. Parents can learn from Dr. Lupita Quintanilla, a success story herself, to challenge the school systems that claim their children cannot achieve academic success. Sonia Perez, a Kansas City high school student, is an inspiring example of a dropout who returned to school in spite of the pressures imposed by financial duress, previous frustration in school, and her small child. Sonia is confident that her own daughter,

"If half of these people go uneducated, all will suffer....Education in this society should have the same priority as a strong defense."

now four years old, will not have to drop out as she did.

"With video you can make human, emotional contact," says Larry Alexander, SWBT Vice-President—Public Relations. "This piece provides something for everyone."

Video has become the medium of the decade. No longer the domain of commercial television stations, videos are being made and used by businesses, community groups, and individuals. Employing this tool, SWBT gives wide public visibility to the message of Henry Cisneros, Mayor of San Antonio, Texas, that "any young person in our society can become a full contributing citizen and a fulfilled person."

The video program has been aired on public and network television in three states. It has also been shown at national and regional Hispanic conferences, and distributed to hundreds of schools, universities, and community organizations.

"It makes good business sense to do this for a number of reasons," says Alexander. "In making this documentary we have learned a lot about our Hispanic clients [nearly 25 percent of SWBT's customers], and that allows us to serve them better." Furthermore, the program has improved community relations in the areas in which it is shown. Finally, Alexander pointed out the implications for employment. Business has a vested interest in maintaining a pool of qualified potential employees. "The company has strong affirmative action policies and wants to be able to attract Hispanics. Someone who has dropped out of school will not be qualified."

In producing "Hispanic Dropouts: America's Time Bomb," SWBT is using today's technology to inform the public and stimulate change.

Target

- Hispanic youth, Hispanic parents, the general public
- Regional scope

Purpose

- To raise awareness of the gravity of the drop-out problem, to present role models to Hispanic youth, to help Hispanic parents help their children, and to motivate change

Corporate Role

- Full financial support for:
  - concept
  - production
  - promotion
  - dissemination of a 30-minute video

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MESA
Shaping the Future

"A college degree in a math-based field gets you ready for the challenges and rewards of the 21st century."

The companies that support MESA (Mathematics, Engineering and Science Achievement) are helping minority students prepare for our high-tech future. MESA's mission is to increase the number of students from ethnic groups historically underrepresented in math and science professions, who complete four-year university degrees in a math-based field.

MESA was started in 1970 in response to the University of California Engineering Department's increasing inability to fill requests from industry for Black and Hispanic engineering graduates. In an attempt to prepare minority students for careers in engineering and other math-based professions, the first MESA program, serving 25 students, was begun in the Oakland Technical High School. Since then, MESA's growth has been phenomenal. The program currently serves more than 6,500 students ranging in grade from junior high to graduation from college.

MESA operates programs on two levels: the Pre-College Program and the college-level Minority Engineering Program, or MEP. Though the two components vary in many ways, they share several features that contribute to the program's success, including the provision of academic support and career counseling, and the promotion of peer support for academic goals. Both programs are administered through colleges of engineering and physical science in the University of California and California State University systems, as well as three private universities.

MESA Pre-College Program

The Pre-College program serves approximately 4,300 students from 140 high-minority public schools. About two-thirds of MESA participants are Hispanic. Pre-College MESA students are encouraged to prepare academically to enter college in a math or science-based field. More than 90 percent of MESA Pre-College graduates have gone on to college and more than two-thirds of this group have pursued math-based majors.

In addition to tutoring, study groups, and academic and college counseling, MESA offers a summer enrichment program designed to improve academic and study skills. MESA promotes early awareness of career opportunities through field trips, counseling, and summer employment placement.

Happy winners at MESA Day.

One of MESA's most popular events is MESA Day, a math/science field day which includes competition in such categories as whose toothpick tower can withstand the most pressure, and which aluminum-foil boat will support the most pennies without sinking in a tub of water. The creativity and energy of the students as well as their wonderful constructions are inspiring.

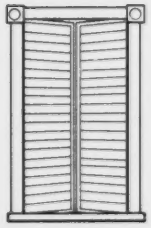
MESA Minority Engineering Program (MEP)

In four years of operation MEP has graduated more than 500 students. There are now MEP centers on 16 university campuses in California serving approximately 2,200 students. Like MESA's Pre-College Program, MEP encourages students to work together, offers structured academic support, and provides academic, personal, and career counseling. Students help each other academically and personally through the demanding math and science curriculums they have chosen. A summer job and career component provides students with opportunities to learn about career options and to earn needed money.

The additional support MESA provides its students clearly pays off. According to a recent study, MEP students in the UC system have a significantly higher retention rate than that of all engineering students .

MESA is supported by the State of California and over 75 corporations and foundations. MESA's corporate supporters offer a great deal more than just financial assistance. For example, Chief Executive Officers from Chevron, ARCO, and Security Pacific hosted industry breakfasts which acted both to revitalize corporate relationships and get new companies involved in MESA. In 1985/86 IBM's Loaned Executive Program contributed the equivalent of $300,000 in loaned personnel, including Mary Ann Carr, MESA's Corporate Liaison. Finally, 53 corporate representatives serve on two extremely active corporate planning and policy boards.

S. Dwight Wheeler, former MESA Industry Advisory Board Chair and Vice President of Human Resources at Litton Guidance and Control Systems, sums up the motivating force behind MESA's corporate commitment when he says that we are all "customers of education." The MESA program benefits not only the students it serves but all of us.



Target

- Public high school students
- University students
- Statewide scope

Purpose

- To help minority students prepare for math and science careers

Corporate Role

- Direct funding from multiple corporations
- Fund-raising assistance
- Loaned executives
- Active corporate representation on MESA corporate planning and policy boards

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INROADS, Inc.
Grooming for Corporate Careers

Mission: "To recruit talented minority youth and prepare them for positions of leadership in corporate America and the community."

INROADS, Inc. was established in 1970 to address the increasing need for qualified minority individuals in the business and engineering professions. INROADS achieves its goals by bringing together talented high school seniors and businesses which provide career-oriented summer internships. In its first year, INROADS served 17 corporate sponsors and 25 interns; this past year over 2,300 interns were sponsored by more than 900 corporations.

INROADS recruitment is highly competitive. Potential interns are chosen not only for academic prowess but for extracurricular activities and general excellence. When students have been screened and introduced to the program, they are interviewed by INROADS staff and by corporate members. After a student has been named an intern by a corporation, the student returns to that internship every summer until he or she graduates from college.

Roughly 50 percent of interns are eventually hired by their sponsoring companies—70 percent end up working for one of the INROADS corporate members.

INROADS is funded entirely by its corporate members. The program represents a partnership involving the public and private sectors and the students themselves. Interns bring to the program academic excellence, leadership potential, and a strong motivation to succeed in business or engineering. In return, corporate sponsors offer an internship for at least three summers, and usually four.

These guaranteed consecutive summer internships carry provisos, however:

- The intern must remain in good standing at a four-year university.
- The intern must remain interested in engineering or business, and must continue to meet agreed-upon standards of performance.
- The internship must remain feasible for the sponsoring corporation.

Financial compensation for the internship is commensurate with the intern's duties and responsibilities. Many interns earn a substantial portion of their university expenses during their summer work. In addition, INROADS provides a series of seminars and courses geared toward business and academic needs in areas such as personal development, corporate survival, and career planning.

When first established in Chicago in 1971, INROADS concentrated recruitment efforts on Black students. Seven years ago the organization actively

Brenda Cordero, Intern, receives award from Albert Gonzales, Arthur Andersen & Co.

expanded its efforts to recruit Hispanic youth. In the last two years Hispanic enrollment has jumped from 13.3 percent to 18.5 percent, or 433 students. INROADS Vice President and Director of Western programs, Lorenzo Tovar, affirms that INROADS will continue to work toward parity for Hispanics in the program. As part of the campaign to increase Hispanic representation, INROADS programs have been implemented in Denver, Los Angeles, and San Francisco since 1984.

Some of INROADS' largest sponsors include AT&T, IBM, Northern Telecom, Arthur Anderson & Company, General Motors, The Continental Corporation, General Electric, Union Carbide, Sears Roebuck and Company, Coopers & Lybrand, The Chubb Corporation, Johnson & Johnson, Peat, Marwick, Mitchell & Co., Anheuser-Busch, and Exxon.

INROADS has an excellent rate of retention. Roughly 50 percent of the interns are hired by their sponsoring companies, and approximately 70 percent end up working for one of the INROADS sponsoring corporations. All INROADS interns leave the program with increased opportunities and skills in their chosen field.

Like the MESA program, INROADS, Inc. seeks to increase business opportunities for minority youth while giving corporations the chance to develop future employees.

Target
- High school seniors and college youth
- National scope

Purpose
- To prepare talented minority youth for positions of leadership in corporate America

Corporate Role
- Direct funding
- Summer internships for three to four years for individual interns
- Jobs after graduation for 70 percent of INROADS graduates

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Anheuser-Busch
National Hispanic Scholarship Fund

"Hispanic college students represent the future of our country. The National Hispanic Scholarship Fund is a monumental step forward in our efforts to ensure...financial aid. In light of the increasing number of Hispanics entering every level of our educational systems, we must provide nothing less."

Most Reverend Bishop
Patrick F. Flores
President, National Hispanic
Scholarship Fund

Recent data show that among Hispanic students, 37 percent of the men and 32 percent of the women who had begun their college or university education have now withdrawn for financial reasons. Hispanic students continue to cite finances as the major obstacle they face in seeking higher education.

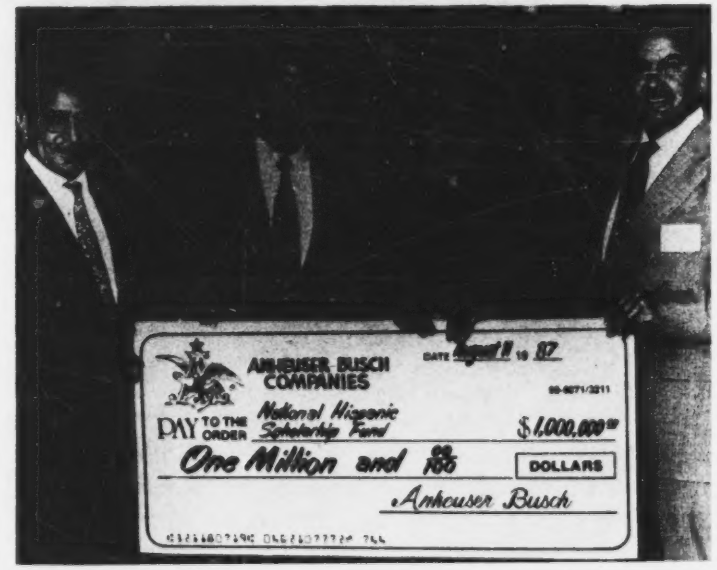
The National Hispanic Scholarship Fund—NHSF—was established in 1976 to help young Hispanics pursue their educational goals. Since its inception, NHSF, with the support of Anheuser-Busch and other corporations, has awarded $3.6 million to 6,000 qualified Hispanic students.

Aware of the crucial importance of education in the Hispanic community, Anheuser-Busch Companies in 1978 entered into a unique partnership with the National Hispanic Scholarship Fund to promote a strong support base at both the national and local levels for NHSF activities. Over 200 companies have followed the Anheuser-Busch lead and given unflagging support to the efforts to help Hispanic youth fulfill their potentials.

Currently, the NHSF is in the process of developing the following support groups:

- **An Education Support Group,** composed of Hispanic professors and administrators, will enlist support for the Fund from educational institutions throughout the nation.
- **An NHSF Alumni Association** composed of former recipients will recruit new individual supporters.
- **An NHSF Action Group** of local citizens interested in the Fund will help with local fundraising programs.

NHSF uses four fundraising strategies: a dinner series, receptions, local fund-raisers, and the organization of support groups. In 1987, Anheuser-Busch, NHSF, and local committees comprising business, education, and civic leaders are coordinating dinners in 14 major cities across



Anheuser-Busch Companies presents the National Hispanic Scholarship Fund with a check for $1 million. (Left to Right) Jesse Aguirre, vice president, Anheuser-Busch Companies; Jerry Ritter, vice president and group executive, Anheuser-Busch Companies; Archbishop Patrick Flores, NHSF president; and Ernest Robles, NHSF executive director.

"...the need to develop Hispanic potential is critical. Hispanics are the nation's fastest growing ethnic group, and...their future impact on the nation's labor force will be significant."

the nation. Monies raised at each dinner will benefit local Hispanic students.

Anheuser-Busch also is sponsoring outreach receptions to introduce the Fund to new communities and to expand local support in an additional 18 cities. At the receptions Anheuser-Busch and its wholesalers award grants to NHSF for use by students and universities; the corporation encourages other companies to do the same. The main objective of the receptions is to present NHSF to civic leaders, businesses, and educators, and to suggest ways in which to support the Fund locally.

On the local level, Anheuser-Busch is working with wholesalers, subsidiaries, community organizations, college groups, and Spanish-language media. Together they seek to bring the fundraising effort before community members who may not previously have been asked to support this cause. The strategy is augmented by a 12-month national advertising campaign, in newspapers and periodicals, targeting the top 30 Hispanic markets.

Anheuser-Busch is very proud of the $1 million commitment to NHSF that it announced in 1986. Jesse Aguirre, Vice President, Corporate Relations, says: "The program is ambitious because the need to develop Hispanic potential is critical. Hispanics are the nation's youngest and fastest growing ethnic group, and researchers suggest that their future impact on the nation's labor force will be significant. With proper educational background, their contributions will be enhanced.

"It has been pointed out that the Anheuser-Busch Companies' commitment to this organization has been considerable. It should also be made clear that the support of many new companies and individuals is required to reach the goals for 1987 and beyond.

"We encourage everyone with an interest in education to join in this partnership with NHSF and to give at a level which allows the Fund to grow as rapidly as the need itself."

Target

- College -bound youth
- National scope

Purpose

- To provide financial assistance to help young Hispanics pursue their educational goals.

Corporate Role

- Direct funding
- Fund-raising assistance
- Involvement of whole salers and subsidiaries
- Active organization of national, regional, and local support organizations
- National advertising campaign

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Security Pacific National Bank
Helping Students Take the Next STEP

"It's a triple win situation."

José Castro so refers to the Project STEP program he directs for Security Pacific National Bank. His pride is well deserved—Project STEP, along with Security Pacific's other education programs, helps prepare thousands of students each year to make the leap from school to work.

Security Pacific has a history of commitment to education and youth employment in California. Project STEP, the Skills Training Educational Program, bears testimony to this commitment. Established in 1971, Project STEP works in conjunction with state funded Regional Occupation Programs (ROPs) to train more than 3,300 students each year in entry-level skills applicable to banking and other industries. Approximately 33 percent of participating students are Hispanic.

Students from the Los Angeles Unified School District learn many skills involved in banking and business.

According to Castro, "The goal of the program is simply this: to help students obtain marketable skills so that they can make the transition from going to school to going to work."

Operating under the assumption that it is best to learn about the banking industry from bankers, Security Pacific offers classes that are taught by full time bank employees who have received the California Designated Subject Training Credential. Subjects taught range from data entry to teller training to credit occupations and loan reconciling. The semester-long courses meet six hours a week, in the evenings or on weekends.

Classes are frequently held at Security Pacific facilities, where students are trained on state-of-the-art equipment. Security Pacific also provides all learning materials and pays tuition costs involved in teacher accreditation.

In addition to the evening and weekend classes, Security Pacific employees volunteer to train students at work locations during the regular work/school day. High school students spend two hours a day, Monday through Thursday for 12 weeks,

using and improving their clerical and office skills in the volunteer employees' work areas.

When students successfully complete a Project STEP or ROP course, they are eligible for the Cooperative Education Program (COOP). In COOP, students are hired to work for the bank a minimum of ten hours a week during their senior year of high school.

Security Pacific hires over 20 percent of Project STEP graduates as full-time employees. Many more are hired for part-time or temporary positions.

In addition to those students hired by Security Pacific, STEP and COOP program graduates are frequently employed by other banks and corporations who contact Security Pacific for referrals.

José Castro is enthusiastic about Security Pacific's Skills Training Educational Program. "It's a triple win situation: The students win because they are developing employment skills, making contacts in the business community, exploring career opportunities, and focusing on the future; Security Pacific volunteers win because it is an opportunity to develop new skills, obtain teaching credentials, and participate in an employer-supported community program; Security Pacific wins because it is developing potential employees, enhancing corporate citizenship, and activating a commitment to education. Everyone involved comes out ahead."

A recent study done by Security Pacific's Community Affairs division showed that STEP/ROP students trained and subsequently hired for permanent positions by Security Pacific had the following ethnic profile:

Hispanic	—	35%
Anglo	—	27%
Asian	—	20%
Black	—	10%
Other	—	8%

Target

- High school and adult students
- Local scope

Purpose

- To help students acquire marketable business and banking skills

Corporate Role

- Direct funding
- Provision of facilities, instructors, and materials
- Part-time work experience for in-school participants
- Full-time and part-time jobs for some graduates at Security Pacific
- Referral of other graduates to local banks and corporations

For more information contact:
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Security Pacific National Bank
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AT&T
Building Healthy Communities

"AT&T believes that a healthy community is a healthy market."

So says Director of Public Relations Frank Ovait. The corporation has implemented a variety of initiatives aimed at strengthening communities through education, employment training, and other aspects of human development.

Photo by Mark Langford, Courtesy of AT&T

Avancé Assistant Director Carmen Cortez and AT&T's Jane Hodges Young working with preschoolers.

San Antonio

In San Antonio, Texas, where nearly 60 percent of the population is Hispanic, AT&T helps support many organizations and events designed to strengthen the community. The company's involvement is personal as well as financial; it provides board members and commissioners for most of the groups it serves.

For the last year AT&T has been working with the Avancé Educational Program for Parents and Children, a 13-year-old family service organization that is a national model for programs of its type. Avancé strives to break the cycle of poverty for high risk, low-income families by addressing issues such as dropout rates, teenage pregnancy, child abuse, and welfare dependency. Avancé serves hundreds of families per year, the majority of whom are Hispanic, by offering parenting classes, childcare, job skills training, and counseling.

AT&T's Jane Young is an active member on Avancé's board and thus participates directly in promoting strong families, economic stability, and an improved way of life for San Antonio's low-income families.

Denver

Demonstrating the impact of public/private ventures, AT&T's Project JOBSTART in Denver, Colorado, operates in conjunction with the Denver Employment and Training Administration and the Governor's Job Training Office and is administered by the Emily Griffith Opportunity School, Denver Public Schools.

The project works to mainstream dropouts in three ways. The first step for each participant in Project JOBSTART is getting a high school equivalency diploma, or G.E.D. Once a participant has received a diploma, the second and third components of the program commence: job training and life-skills training.

For admission to the program a participant must be 17 to 21 years of age, read between the fifth and ninth grade level, and be living below the poverty line or economically disadvantaged and high risk. Participation in Project JOBSTART requires unremitting motivation. Says Skip Schlenk, Denver AT&T Public Relations Manager and liaison to Project JOBSTART, "It takes constant motivation on the part of the students. Some of them move from a fifth or sixth grade

reading level to getting their G.E.D.s in just one year. That's an incredible amount of work."

There are currently 110 participants; over two-thirds are Hispanic and more than half are single mothers. An inspiring 25 percent of them received their G.E.D.s in one year. JOBSTART is looking for even more spectacular results in its second year of operation.

Lisa Trujillo got a fresh start through JOBSTART.

Los Angeles

For the next five years, telemarketing is expected to be the number-one growth industry in the United States. Countless jobs will open up as existing telemarketing agencies expand and new ones are created to meet increasing demands. More and more corporations are integrating telemarketing into their own marketing and communications systems. Where are the trained individuals who can fill these many positions?

"Most people think that telemarketing is just phone sales; it's just not so." Peter de Tagyos, Public Relations Manager for AT&T in Los Angeles, and originator of AT&T's Telemarketing Training Curriculum, is adamant. Telemarketing involves every aspect of marketing, from order processing to account management.

Mr. de Tagyos reasoned that since AT&T has been training its clients and its own employees in telemarketing skills, such as basic computer skills and the ability to work a phone system, the company could design a curriculum specifically for vocational preparation agencies, like Job Corps and SER-Jobs for Progress, to train hard-to-employ individuals in these skills.

"Telemarketing Training makes too much business sense not to work."

The Telemarketing Curriculum for Job Training Programs (a working title) is currently in development. But, based on years of experience in marketing, watching the telemarketing industry boom, de Tagyos is certain of its success. "It has to. Frankly, it makes too much business sense not to work."

Target
- Disadvantaged children and youth
- San Antonio, Denver, Los Angeles

Purpose
- To strengthen communities through education, employment, and training

Corporate Role
- Direct funding
- Participation on project boards
- Collaboration with JTPA funded institutions
- Development of telemarketing curriculums for use in vocational training programs

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IBM
Job Training Programs

"A quick look at labor statistics and at the costs of government unemployment benefits is enough to show that the problems of the unemployed are not theirs alone. Although they bear the direct burdens of their joblessness, the overall situation is one that affects each of us in some way."

Those words, taken from an IBM brochure, tell of IBM's long history of shouldering some of the individual and social burdens of unemployment and minority status.

The Job Training Centers

IBM's Job Training for the Disadvantaged Program includes nine Hispanic major community training centers. Located in urban areas with high unemployment, these centers provide free job training for individuals unable to afford commercially available programs. In 1986, 512 were graduated from the Hispanic centers with a job placement rate of more than 86 percent. There are also four Hispanic-sponsored small job training centers that offer basic typing classes.

Work that is best handled locally—managing the centers, recruiting and selecting the students, placing graduates in jobs and raising operating funds—is done by local community-based organizations. IBM, in turn, provides help in setting up the centers, developing curriculums, loaning the services of instructors and administrators if required, and providing training equipment, student materials, and supplies.

Social Cost Accounting:
IBM's Major Job Training Centers

- The average cost per job placement was $3,332; the average salary earned by participants after placement was $12,025—for an average net gain of $8,693 per placement, or a 261 percent return on investment.
- The total amount of public assistance income listed by students when they entered the training program, annualized, equaled $10,692,100.
- The estimated total amount returned to governments in income and payroll taxes from the trainees equaled $13,937,500.
- The estimated total amount of after-tax income, i.e., money returned to the economy, equaled $39,046,300.

The U.S. public's total net gain equaled $49,974,400: public assistance savings, plus taxes returned to government, plus money returned to the economy, minus the cost of training.

Additional private sector support for the Centers comes from local businesses and branches of national corporations which are familiar with local job market requirements. These firms provide advice and financial support as well as the services of their staff members, who serve as instructors.

Public funds from federal, state, and local governments are also an important source of job-training money. Federal funds normally are administered by local Private Industry Councils, working under the Job Training Partnership Act.

Students pay no tuition or other charges to attend classes, nor do they pay for supplies. In some locations, students receive stipends to cover transportation costs.

The element common to all the major Job Training Centers is the instruction they provide in word processing, typing, and general office skills.

In addition to word processing and office skills, students

also take courses in mathematics or language skills. When a need is apparent, classes such as assertiveness training, personal grooming, business conduct, and telephone etiquette are offered as well. And for students who lack English language proficiency, the curriculum may include classes to help them use English more easily.

According to an IBM brochure: "[The students'] main responsibility is to approach the training center experience as a job. In attitude, attendance, dress, and all other areas, students are expected to conduct themselves as if they were working in an actual office."

The Summer Youth Work/Study Program

Here the idea is to identify high-risk high school students—disadvantaged youths with poor grades—and to provide them

with educational programs to prevent the learning losses that can occur during the summer, to give them part-time jobs to teach self-sufficiency, and to pay them for their work. The program's goal is to give these young people a chance to strengthen their self-images, get valuable work experience, and—most important—motivate them to stay in school.

Grade level improvements resulting from the program are impressive, averaging one half to one and a third grade levels gained.

Four of the Hispanic major Job Training Centers sponsored Summer Youth Work/Study Programs. IBM provides each center with a one-year $25,000 grant for the project. The group then recruits and selects participants. Students spend 20 to 50 percent of their time on academic reinforcement and job preparation skills and work up to 10 weeks in jobs in the public and private sectors.

IBM's guiding principle is simply put: ***"We serve our interests best when we serve the public interest."***

Target

- Unskilled, disadvantaged youth
- Thirteen Hispanic sites in urban areas with high unemployment

Purpose

- To provide free job training to out-of-school youth in word processing, typing, and general office skills
- To provide summer remediation and work experience for in-school youth

Corporate Role

- Direct funding
- Establishment of centers
- Curriculum development
- Loaned instructors and administrators
- Provision of training equipment, student materials, and supplies
- Part time summer jobs

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National Puerto Rican Forum
Moving In, Moving Up

"A lot of us have been working to get people in the door of corporate America," says the National Puerto Rican Forum's Rosaida Rosario. ***"Now and in the future we need to help them move up the corporate ladder...."***

The Forum's services include remedial training, GED test preparation, job preparation workshops, entry-level clerical skills training, interviewing skills, resumé writing techniques, word processing, a computer literacy program, and job placement assistance.

A great variety of programs flow from the Forum; two are featured here:

• **The Bilingual Clerical Skills Training Program** was established in Hartford, Connecticut, by Ms. Rosario and the NPRF in 1980, a head-on response to the hard fact that Hispanics were seriously underserved in the nation's Northeast. Rosario's first task was to conduct a needs assessment of the community and the labor market.

Hartford is the insurance capital of the United States, and Hartford's labor market is largely clerical. The town badly needed trained clerical workers. Rosario discovered that from 60 to 70 percent of Hartford's Hispanic population was composed of single female heads of households, mostly living on welfare and mostly unemployed. Approximately 80 percent of these women were high school dropouts. They lacked English language skills, vocational skills, and general life skills, and they experienced great difficulty in acculturating to U.S. customs and practices.

Rosario approached first the state and then the private sector with proposals for the training program. Aetna Life and Casualty Foundation agreed to help fund the program, and the state matched its grant. Aetna also made a commitment to hire a minimum of 60 percent of program graduates. A coalition of corporations including Aetna, Cigna, Connecticut Bank and Trust, Connecticut National Bank, and Phoenix Mutual now have joined forces to complement the local government's support of the BCST program.

Since Hartford's labor market is largely clerical, insurance and banking institutions have joined forces to support the Bilingual Clerical Skills Training Program.

Each year the program gives 66 participants—all Hispanic—intensive clerical skills training, business-related English and math skills, life-coping skills, and preparation for the work environment. A minimum of 70 percent of participants will be

placed in training-related non-subsidized employment. Those without high school diplomas will be prepared to pass the GED examination.

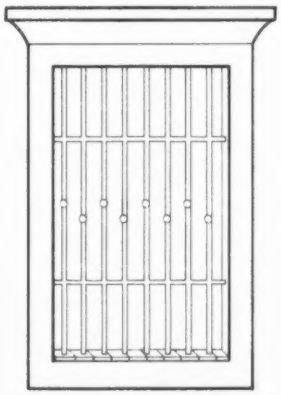
Since its inception, the BCST program has served about 360 trainees. Out of the 66 participants enrolled in 1986, 48 students graduated and 46 of the 48 were placed in full-time, non-subsidized employment—a placement rate of 95.8 percent. All the jobs were permanent positions with full benefits; the average annual salary was $12,563.

• **Sponsor-a-Learner** takes over where the BCST Program leaves off. The program is designed to teach participants the skills they need to move up the career ladder.

Corporations can sponsor a learner by donating $1,000 to the NPRF scholarship fund. Employers can designate an employee for participation, or support someone designated by the NPRF. Upon completion of the curriculum, the graduate may then be hired by the employer, if that is mutually agreeable.

The Forum's funds currently are provided by American Express, Anheuser-Busch, Avon, Chemical Bank, Consolidated Edison Company, Equitable, Exxon, Gannett, General Foods Corporation, Manufacturers Hanover Trust, Miller Brewing, Mobil, New York Telephone, Prudential, Texaco, Time Inc., and Union Carbide.

The National Puerto Rican Forum is an example of what can be accomplished when an effective Hispanic program is consistently supported by corporate leadership.



Target

- Unskilled young women
- Talented entry level employees

Purpose

- To provide unskilled young Hispanic women with life skills, English language skills, clerical skills and jobs
- To provide talented entry level employees with the skills they need for promotion

Corporate Role

- Direct funding
- Commitment to hire 60 percent of program graduates
- Sponsorship of talented employees in skills upgrading program

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Mentors and Support Groups

"Networks serve essential functions in both a corporate and a social context. They encourage the exchange of information and ideas that prevent stagnation in our lives and in our businesses. Also they weave the fabric of which our communities are made with new threads of respect and cooperation. Networks offer resources, energies and synergies that expand our thinking. They are insurance policies against narrow-mindedness and complacency."

Irvine O. Hockaday, Jr.
CEO, Hallmark Cards, Inc.

Corporate role models and mentors are in short supply in the Hispanic community. Lacking generations of Hispanic ancestors who climbed the nation's corporate ladders, most U.S. Hispanics embarking on careers in big business have "played it by ear" as they attempted to establish themselves in the unfamiliar corporate cultures. Some have achieved outstanding success; others did not survive the isolation and opted to take their talents elsewhere.

Today the picture is changing. Corporations not only are expending resources to increase the pool of qualified Hispanics, they are actively involved in assisting the Hispanics they recruit to move along career paths. At the same time, as the number of these "corporate Hispanics" increases, a natural network is beginning to take shape.

Ricardo Amundsen-Bueno

Ricardo Amundsen-Bueno's position as Director of Consumer Markets at Coca-Cola USA resulted from the referral and recommendation of a former coworker from the Joseph Schlitz Brewing Company who had joined the soft drink giant earlier.

In turn, when Amundsen-Bueno came on board he hired previous associates with proven track records as both consultants and permanent employees.

Ricardo Amundsen-Bueno

Amundsen-Bueno sees a network as a series of concentric circles. Begin with relatives, childhood friends, schoolmates, neighbors, church members; widen the pool to include current and previous business associates; and extend it to encompass fellow members of professional, charitable, and civic organizations. Amundsen-Bueno's advice: "For best results, combine what you know with whom you know."

Rita Di Martino

Rita Di Martino, AT&T's Managing Director, Caribbean and Central America, is a role model, mentor, and inspiration to Hispanic women in business.

Rita Di Martino

She has spearheaded campaigns to bring AT&T visibility in the Hispanic community across the nation, while leading her corporation's informal but long-range strategy to sensitize its managers to the needs, complexities, and strengths of AT&T's Hispanic consumers.

As Chair of the Board of the National Council of La Raza, Rita Di Martino is sending two important messages to the nation's Hispanics: A Hispanic woman *can* make it in Corporate America, and AT&T *is* a company that cares.

Helen Hernandez

The eclectic career of Helen Hernandez has included retail sales, community work, translating, labor organizing, and public affairs in the entertainment industry. The many friends and mentors she has encountered along the way are as varied as her jobs.

Helen's first mentor, Carlos Garcia, whom she knew from her work in the community, recognized her talent with people and advised her that "the labor movement needs women. That's the place to be." Within weeks she had the opportunity to test his thesis when her mother, an interpreter for the State of California Employment Department, asked Helen to fill in for her, translating for a union meeting. "I guess you could say Carlos was my mentor, but the network was my mother!" Within five years Helen moved from the position of secretary into that of Western Regional Director.

Helen Hernandez

Helen brought both the skills she learned as a labor organizer and the support of longtime friend and mentor Ron Roblet into the entertainment industry. Roblet, a community activist with French and Mexican roots, "helped me learn how to think." After three years with Columbia/Embassy Television Helen was promoted to Vice President, the company's first minority woman executive.

As Vice President of Public Affairs, Helen is responsible for the treatment of current concerns in issue-oriented programs such as All in the Family, Sanford and Son, and Who's the Boss.

What minority women need in tough fields like labor organizing and entertainment, Helen asserts, are support networks. While keeping up with her own mentors, Helen continues to reach out to women and Hispanics in the entertainment industry.

SOMOS—"We Are"—
A Hispanic Resource Network

In 1979 a small number of Hispanic managers at Mountain Bell, one of the US West subsidiary companies, met to develop leadership and managerial skills that would address the needs and objectives of employees and support the company. They found the greatest benefit of membership is the opportunity to interact and exchange ideas.

SOMOS has expanded to include members, managerial and non-managerial, from all US West subsidiaries, and now has chapters in Denver, Albuquerque, Omaha, Phoenix, Seattle, and Tucson.

SOMOS activities extend beyond providing support for members. SOMOS assists Hispanic students through scholarships and CHOICES, a program to reduce high school dropout rates. SOMOS strengthens its network by holding workshops, career-oriented seminars, and regular meetings, and publishing a newsletter and membership directory.

SOMOS means "we are." As stated in its membership brochure, US West's Hispanic Resource Organization stands for Networking, Support, Self-Development, Advancement, and Cultural Awareness.

U S WEST
Minority Women's Project

"Minority women are the most underutilized group in society at large and specifically in the corporate world."

In 1986, representatives from each of U S WEST's resource organizations (Blacks, Hispanics, women) joined to form the Minority Women's Issues Committee. The Committee examined the company's employment patterns and found the above statement to hold true. They found few women of color in upper management positions. Furthermore, the data suggested that women of color had the least opportunities to move in the corporation.

On the basis of these findings the committee initiated a plan to foster a more pluralistic work force on all levels with an emphasis on women of color. Their plan, the Minority Women's Project, has two components, one top-down and the other bottom-up.

Both Jack MacAllister, Chairman and CEO, and Dick McCormick, President of U S WEST, were very supportive of the Project, and the Project's findings were presented to U S WEST's Management Committee, a group made up of the heads of all of U S WEST's subsidiary companies. The meeting gave rise to two courses of action.

The Management Committee sponsored a series of one-day forums designed to sensitize key U S WEST leaders to the issue. Armed with a deeper understanding of women's potential and the obstacles they must overcome to achieve their ambitions, the leaders were asked to come up with an action plan to bring back to their own company.

The second strategy developed by the Management Committee was a fast-track program for minority women. U S WEST executives have made a commitment to advance as many minority women as possible.

To help prepare minority women for the management succession plan, bottom up efforts focused on a grassroots conference. The theme of the conference, *Breaking Barriers*, capitalized on the resourcefulness of minority women in business. The conference sought to show participants, "You've overcome barriers all your life and you can overcome these," says Janice Payan, Director of Implementation Planning. "We wanted to give them a can-do attitude."

In addition to the conference, the Project has conducted seminars in which women are encouraged to set and analyze career and personal goals.

Working with both top management and employees, U S WEST'S Minority Women's Project is tapping into the rich potential offered by its minority female work force.

Sol Trujillo, Mountain Bell Colorado Vice President and CEO, and Janice Payan, Director, Implementation U S WEST, at the Breaking Barriers Conference.

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The Arizona Hispanic Women's Corporation

In order to become leaders in their communities and careers, Hispanic women must learn to cultivate skills needed to meet those challenges and maximize their opportunities.

In 1981 a small group of Hispanic women met to share experiences and ideas. They agreed that Hispanic women were becoming an increasingly vital part of the workforce and that the Hispanic woman is different. Her diverse cultural, social, and linguistic heritage can be a powerful asset, one that can present challenges. They concluded that to become leaders in their communities and careers, Hispanic women must learn to cultivate skills needed to meet those challenges and maximize their opportunities.

With the support and participation of the business community, these ideas grew into the first Hispanic Women's Conference in 1981. The two primary goals of the conference were, and remain, to provide leadership training and professional development skills for working Hispanic women and to establish the Hispanic woman as a talented leader in the workforce. The success of that first conference and those that followed (attendance has risen from 250 to 2,000 in seven years) led to the establishment in 1985 of the Arizona Hispanic Women's Corporation, a non-profit community organization committed to furthering the status of women.

The Corporation, which focuses its efforts on education and training issues, continues to organize the annual conference and is responsible for two additional projects: the Hispanic Scholars Program and the Leadership Institute.

The Hispanic Scholars Program was created in 1985 to address the low participation of Hispanics in higher education—only 9.7 percent of Hispanic men and 3.7 percent of Hispanic women have a college education. The program awards scholarships to Arizona students attending in-state universities and community colleges. The program also provides a supportive network of university professionals and members of the community who act as mentors for the students.

The Leadership Institute focuses on the development of managerial skills by Hispanic women. A week long seminar offers training in specific areas necessary for achieving management positions in the pubic and private sector. In addition, the program works toward increasing the motivation and self-esteem of Hispanic women, developing successful Hispanic women role models, establishing a southwestern network of Hispanic women managers, and developing a mentoring program.

The Arizona Hispanic Women's Corporation works in cooperation with the business community. Corporate sponsors, including the Gannett Foundation, AT&T, IBM, First Interstate Bank, Arizona Bank, Mountain Bell, Circle K, JCPenney, and many more, benefit from their support in a variety of ways. They establish a high profile as a sponsor, serve as national role models, develop a corporate presence in the Hispanic market, get involved in the community, increase the availability of skilled employees, and improve the productivity of their Hispanic women employees by refining and developing communication skills, and by building morale and pride.

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Coors—*National Hispana Leadership Initiative*

"Hispanas, who have always been a major force in our families, cradle the future of our growing community. Investing in Hispanas is investing in our own future."

Hon. Marcia Antoniette Berriozobal
Councilwoman, San Antonio, Texas
President of Hispanic Elected Officials, National League of Cities

Many high-achieving, professional Hispanic women are motivated to increase their leadership in their chosen fields, but are slowed or stopped by the need for more knowledge, for opportunities to acquire the appropriate skills, and for experience. They are further inhibited by the lack of supportive environments, effective mentoring, and a clear understanding of how the Hispanic cultural value system may influence personal development.

Increased awareness of this situation brought the Adolph Coors Company in 1986 to ask META, a management consulting firm, to research and design a national program for Hispanic women. Because of the complexity and broadness of the issues, META conducted focus groups and interviews with Hispanic women. Significant among these efforts was a one-day leadership forum conducted though The National Network of Hispanic Women.

Results of META's research indicated that national leadership development was one of the major unaddressed needs of Hispanic women. Coors agreed to take the lead and sponsor a National Leadership Initiative to develop leadership abilities among Hispanic women whose commitment, contribution, and dedication will affect the future of America.

The Coors Leadership Model brings together experts in leadership training, women's development, and the Hispanic cultural system to develop a program that will be based in three sites across the country.

Twenty Hispanic women over the age of 25 will be selected for the first-year pilot program. Participants will be drawn from the large pool of "emerging" or potential leaders who have demonstrated their abilities and have made a clear contribution to their local communities. The trainees can be working in the public, corporate, higher education, or non-profit sectors.

Training for the pilot program will be accomplished at Harvard's John F. Kennedy School of Government, the Center for American Women and Politics at Rutgers University, and the Center for Creative Leadership. The curriculum will include week-long workshops, seminars, and experimental training exercises.

A national advisory committee works closely with Coors to ensure that the program achieves its mission. Advisory members lend their expertise; bring a national perspective; assist with program design; review and recommend applicants.

"The Initiative is a once-in-a-lifetime opportunity for local Hispana leaders to move into national positions and forge the future direction of the Hispanic community."

Raúl Yzaguirre
President, National Council of La Raza

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Union Bank—*Corporate Babysitter Par Excellence*

"Union Bank believes it is both a fundamental need and good business sense to assist employees with high quality development and care of their children."

When Union Bank announced its plans in 1984 to construct a new operations facility—the Harry J. Volk Center in Monterey Park—it recognized that it had a rare and exciting opportunity. Because of the high concentration of employees located within the Volk Center, the bank was presented with a cost-effective means of undertaking on-site child care, a tremendous benefit to both the company and its employees.

Employer-sponsored child care is an important issue for Hispanic Americans. Hispanics are the youngest and fastest growing minority in the United States. The Volk Center facility employs over one thousand people, 20 percent of whom are Hispanic.

The bank determined that an on-site child care center would not only be cost-effective, it would actually save Union Bank thousands of dollars annually. Studies showed that it would significantly decrease tardiness, absenteeism, and turnover of employees with young children; it would aid in the bank's recruitment efforts; and it would provide a positive public relations vehicle for the bank, demonstrating its progressiveness, innovation and concern for employees.

Union Bank's new child care center is located on the premises of the Harry J. Volk Center in Monterey Park, California, allowing parents who work at the Volk Center to visit their children during the day.

The Union Bank Child Care Center, opened January 1987, was the first on-site center sponsored and developed by a private non-health service company in Los Angeles County.

Licensed by the State of California, the Union Bank Child Care Center is managed by a professional child care management firm that specializes in corporate child care programs.

Children of Union Bank employees are eligible to enroll full-time and, when space is available, on a part-time or hourly basis. Maximum enrollment is 64 children, ages 6 weeks to 5 years. Registration is conducted on a first-come, first-served basis, with efforts to represent employees in all job categories.

Union Bank, in addition to underwriting the substantial start-up costs of the Center, also subsidizes the operating expenses. This enables the Center to offer an extraordinarily high quality program and a professionally trained staff.

Employees pay semi-monthly tuition, which is collected through payroll deduction on a before-tax basis.

When enrollment at the child care center is filled, employees may participate in another child care program supported by Union Bank.

Statistics strongly emphasize the important and growing need for employer-sponsored child care. Supporting child care is a major way Union Bank strives to live up to one of its core values, that "people make the difference."

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Amoco Initiatives
Hispanic Career Resource Center

The imbalance in supply and demand for Hispanic professionals which was revealed in an in-house survey conducted by Amoco led the corporation to seek assistance from the Hispanic Alliance for Career Enhancement (HACE), an association committed to increasing professional employment opportunities for Hispanic Americans. Since 1982, HACE has managed a national conference for Hispanic professionals in the Midwest, and has directed an informal job bank. HACE's professionalism and enthusiasm caused Amoco to see the long-term potential of working with them to develop a Hispanic search and placement firm that could serve a wide range of professional hiring needs.

Left to right: Elena E. Fuhrmann, Executive Director, HACE, and Kathy Ortiz, P(resident, HACE.

Amoco's first step was to invite the participation of other Chicago corporations in the establishment of the Hispanic Career Resource Center. Amoco sponsored a breakfast and invited 30 Chicago-based firms. The goal of the breakfast was to create a corporate business advisory council to serve as a catalyst for "opening doors," assisting in raising capital, and providing technical support. The 15-member council includes representatives from banking, insurance, a hospital, an airline, and a food-products company.

Amoco serves as the co-chair of the advisory council, and through the Amoco Foundation, Inc., it provided in June 1987 a $25,000 grant to launch the project. The First Chicago Corporation donated office space, and Anheuser-Busch Companies made an internship available to assist HACE in its start-up year. The Hispanic Career Resource Center recruits high caliber individuals with outstanding abilities and refers them to appropriate positions. In addition, the Center is compiling research regarding Hispanic employment and advancement.

Additional support will be provided through annual corporate membership fees and placement rates. As the first all-Hispanic job placement firm operating on a nationwide scale, the Hispanic Career Resource Center can have a lasting, positive effect on employment opportunities for Hispanic professionals.

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Amoco and the Mochans
Stimulating Tomorrow's Entrepreneurs

"I'll tell you a story of a far-distant land...a tale of supply and a tale of demand..."

The Mochans are imaginary people who populate two prizewinning films designed to introduce junior and senior high school students to business and economic concepts. Using animated characters in a cross-cultural setting, the films portray Mochans grappling with very real concepts and problems.

"The Kingdom of Mocha" was produced by Amoco Corporation in 1976, in English, in a version with Spanish subtitles, and in a version for the hearing impaired. Amoco estimates that over 20 million youngsters in the 7th to 12th grades have seen the 26- minute, 16 mm color film.

All kinds of people live on Mocha—a simple, peaceful life, trading fish and coconuts and firewood. But then they invent money, and things start happening thick and fast.

Having money is just the beginning. Credit comes along, and then the people of Mocha learn some basic economic laws.

In 1987, Amoco released a sequel called "Return to Mocha." Now the Mochans are ready to begin international commerce. Their neighboring island nations share some of the characteristics of modern economic societies, and the complex items of international trade are once again presented through common and easy-to-follow trade examples.

The films are accompanied by student guides to assist the classroom teacher in elaborating and reinforcing the principles of commerce and entrepreneurship contained in the film.

Many young people, particularly poor Hispanic and Black youths, have little or no familiarity with the world of business. The films make learning economic concepts fun and they prove that you don't need the arcane language of the discipline to explain business principles.

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CBS
Building Bridges

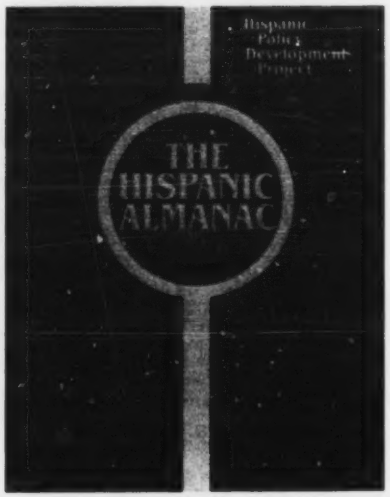
"When Hispanics become the largest minority in the nation in 2010, more than 85% percent of the people living in the United States will still not be Hispanic If we expect our needs to be met, Hispanics must insure that the majority communities and other minorities recognize our strengths and understand our concerns. The Hispanic Policy Development Project is designed to build bridges between Hispanics and non-Hispanics and to provide Hispanic organizations with the data they may require to support their agendas."

Siobhan Nicolau
President, HPDP

In 1982 CBS Inc. made a $250,000 grant and established a $1,000,000 matching fund to found the Hispanic Policy Development Project (HPDP), the nations's first Hispanic think-tank designed to encourage objective analyses of public policies which bear on the concerns of Hispanics in the United States.

In response to a general consensus among Hispanics that education is their top priority, HPDP's Board early established a policy of focusing on problems faced by U.S. Hispanic students at the secondary level and on their transition from school to work. HPDP is particularly involved in shaping policy options and maintaining a place on the public agenda for Hispanic concerns. To accomplish these goals the HPDP Board set two policies that have contributed to its successful record: (1) to involve both Hispanics and non-Hispanics throughout its operations, including service on the Executive Board and (2) to foster cooperation, not competition, with other Hispanic organizations, and to work directly with them upon request whenever possible.

HPDP has worked with Hispanic groups in a number of ways: producing and distributing their select publications; acting as neutral conveners for meetings of Hispanic groups; responding to requests to participate in workshops, seminars, panel discussions, and conferences; and providing information and general networking. In addition HPDP has sponsored national competitions and other initiatives that have supported 41 organizations across the nation in undertaking Hispanic projects. The organizations range from a Hispanic parents group in Tuscon to the Council of Chief State School Officers.



HPDP is best recognized, however, for two major works: *The Hispanic Almanac*, a comprehensive fact book that profiles the top 20 Hispanic markets in the United States, and *"Make Something Happen": Hispanics and Urban High School Reform*, a two-volume report that raises public awareness of the shocking waste of the nation's Hispanic youth and offers options for action.

"The impact of the HPDP policy of bringing together Hispanic and non-Hispanic institutions and individuals is evidenced by the sustained and active participation in Hispanic concerns of persons such as I who knew little about Hispanics before I served on HPDP commissions, panels, and advisory boards."

William Maloy
Principal Civilian Advisor
Naval Education and Training Command

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Program Snapshots

Westinghouse: High-Tech Role Models

Through their Minority Spokespersons and Community Ambassador programs, Westinghouse encourages science, engineering, and technology careers among minority youth. Both programs are funded by Westinghouse's Steering Committee for Minority Communications.

The Minority Spokespersons program sponsors Black and Hispanic engineers to speak on national radio, television and through print media about what it means to be a Westinghouse employee to encourage minority youth to enter into technology careers. The Community Ambassador Program is geared to meet the same ends as the minority Spokespersons Program except it is conducted on a local level. The program reaches out to young people to inform them of high technology careers through schools, minority organizations, churches, universities, parent groups, and the local media. Both programs have been received enthusiastically.

Southland College Path Scholarship Program

College Path, sponsored by the Southland Corporation and its 7-Eleven stores, is a unique scholarship program intended to motivate minority high school students who have college potential, but lack the economic and motivational means to plan for college.

One hundred students in San Antonio, Texas, were chosen for a pilot College Path program. Scholars receive $711 to go toward college tuition for each high school year they complete.

Though the scholarship is not contingent on the students' working, Southlands encourages it and offers part-time and summer employment whenever possible in one of the local Southlands operating businesses—7-Eleven, Oak Farms Dairy, or Chief Auto Parts.

AT&T Baskingridge/Aspira de New Jersey: Mentoring Hispanic High School Students

Under the auspices of the marketing department, AT&T formed a partnership with Aspira de New Jersey, a program designed to keep Hispanics in school and prepare them for college. Aspira chooses 11 Hispanic high school students each year to participate in a special personal mentoring and employment program. AT&T provides summer jobs in which the Aspira participants gain skills in areas such as computers and accounting. In addition, the company assigns each student to an AT&T mentor. During the school year, AT&T sponsors monthly meetings of the mentors and mentees at corporate headquarters to maintain contact and continue to support and guide the students along career paths.

An important component of the summer and school-year programs is transportation. AT&T points out that in suburban areas it is necessary to provide transportation to and from the job .

Security Pacific: The Conversational English Project

In 1983 Security Pacific "adopted" the Evans Adult School (now one of ten schools adopted by the company). One of the offshoots of this relationship is the Conversational English Project. Once a week students from the school come to bank headquarters to practice English with Bank employees. Most of the students are Spanish-speaking adults. The Conversational English Project provides one-on-one tutorials while fostering communication between the community and the industry.

Focus on Youth: Bringing Services into the Schools

Focus on Youth, an initiative inpired by William Marcussen of ARCO and Harry Handler, former Los Angeles Superintendent of Schools, is built on the premise that children do not leave their troubles behind when they walk into school. Working with four clusters of schools with high Hispanic and Black enrollment, the Focus staff conducts needs assessments of students from kindergarten through 12th grade and their families, and identifies the appropriate services to meet these needs. Working with the provider agencies, the United Way, and the Council of Executives, the Focus staff opens up communication between agency and school personnel seeking to place as many services as possible in the schools. Services provided include mental health, housing referral, emergency services (shelter, food, clothing), and teen-age pregnancy group counseling.

The original hypothesis, that addressing students' out-of-school problems would improve their performance in school, has been borne out. In three semesters the dropout rate has been significantly reduced and the average grade point average for Hispanic students has increased from 1.5 to 2.0 in the schools served by Focus on Youth.

The Boston Compact

In 1982 the Boston Compact was initiated to bring together the resources of public schools, business, higher education, and labor to improve students' achievement and work preparation and to increase opportunities in employment and higher education. Under the terms of the Compact, Boston public schools agreed to work to reduce the dropout rate by five percent annually and to work toward increases in attendance and test score performance. In return, local businesses would guarantee jobs to a specific number of graduates, increase the number of summer jobs for in-school youth, and sign up at least 200 companies for a priority hiring effort. The promise of a job upon graduation can be a powerful inducement to stay in or to return to school.

Coca-Cola works with the National Council of La Raza

The Coca-Cola Foundation and Coca-Cola USA have awarded a $150,000 grant to the National Council of La Raza, one of the country's largest national Hispanic organizations, to help the Council's *Innovative Education Project*. The project helps design education programs through various Hispanic community-based organizations, and provides the organizations with technical assistance and training. Programs include early childhood development, intermediate college-entry aid, dropout prevention and recovery, parent/student participartion in education, and a teacher support network.

Amoco's Hispanic Dealer Scholarship Program

During the winter of 1987, Chicago's Hispanic Amoco Service Station dealers gathered to discuss their marketing efforts and their role as private and independent business people in the communities where they live and work. Many of the programs supported by Amoco were operating in their own neighborhoods.

"Don't be hesitant to tell your customers that Amoco cares about education for young people, job training, and literacy," said Gene Cartwright, Manager of Community and Urban Affairs.

Cartwright also left them with a direct challenge to get involved personally in collectively supporting education reform or hiring a youngster during the summer. "If you devote part of your profits on a weekend toward scholarship awards to Hispanic high-school students, I will ask the Amoco Foundation to match it dollar for dollar." The dealers' enthusiasm was immediate, and the first Amoco Hispanic Dealers Academic Awards was initiated. At graduation in June 1987, ten Hispanic high-school seniors received awards of $1,000 each.

Amoco's Hispanic Dealer Scholarship program's success in Chicago was so positive that plans are underway to consider expansion in Miami and New York City.

Share With Us

The Programs described in these books are only a small fraction of the programs in operation across the country—some nationwide, some statewide or regional, some restricted to one neighborhood.

If you are involved in or know of such a program, aimed at Hispanic human development or business development, please tell us. You need not report all the details or write up the program. But—in the words of Lodwrick Cook—***we want your stories!*** We will follow up the leads you send us.

Once a year we will send you all a newsletter detailing programs that demonstrate leadership in working with the Hispanic community. Just complete the coupon and mail it; we'll be in touch.

Name (please print)

Title

Corporation, Business, or Organization

Address

City, State, and Zip

Name of Program

Type of Program

Target Population

Clip and mail to: The Hispanic Information Center
Hispanic Policy Development Project
1001 Connecticut Avenue, NW, Suite 310
Washington, D.C. 20036

NOTES

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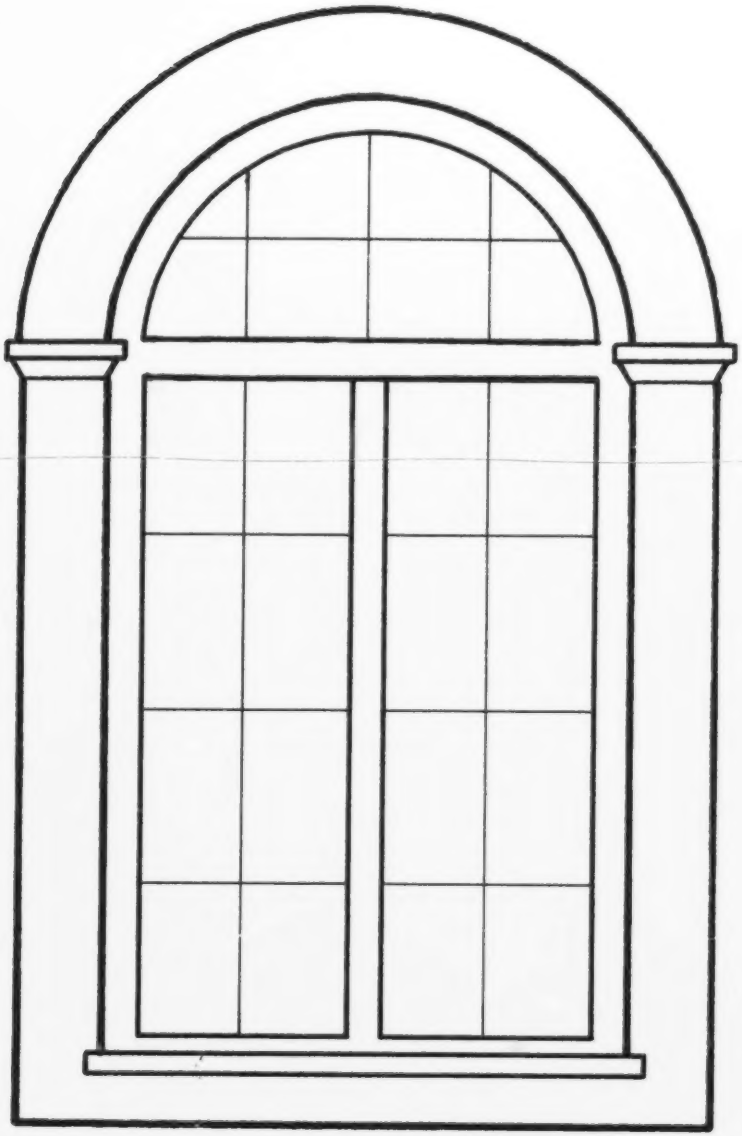

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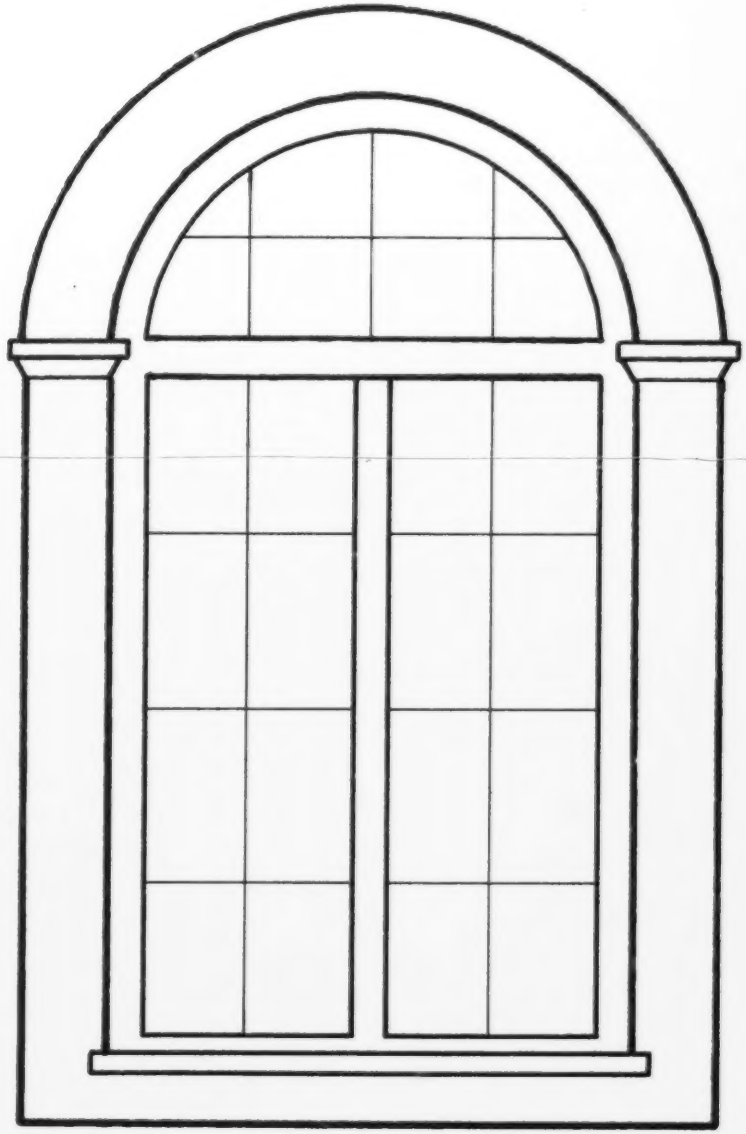

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